JOURNAL OF EDUCATIONAL MEASUREMENT
VOLUME 29, 1992

SUBJECT INDEX

Adaptive testing: 243, 329

Change
  measurement of: 25, 95, 321
Cognitive processes: 25, 253

Differential item functioning
  consistency of: 227
  definition of: 67
  methodology: 51, 309
Differential distractor
  functioning: 329

Item formats
  multiple choice and free response: 213
Item response theory
  cognitive processes: 25
  equating: 51
  scoring and scale units: 341
  stability of item parameters: 201
Item sampling
  allocating of items: 95
  estimation: 133

Matrix sampling
  estimation: 133

National assessment of educational progress: 95, 111, 133, 163, 177

Performance assessment: 1
Plausible values: 163

Reading, measurement of: 111
Regression to the mean: 321
Reliability of scale scores: 285

Scales: 163, 341
Science, measurement in: 1
Standard errors
  conditional: 213, 285
Standard setting
  scaling standards on different forms: 19

Writing, measurement of: 111

JOURNAL OF EDUCATIONAL MEASUREMENT
VOLUME 29, 1992

SUBJECT INDEX

Adaptive testing: 243, 329

Change
  measurement of: 25, 95, 321
Cognitive processes: 25, 253

Differential item functioning
  consistency of: 227
  definition of: 67
  methodology: 51, 309
Differential distractor
  functioning: 329

Item formats
  multiple choice and free response: 213
Item response theory
  cognitive processes: 25
  equating: 51
  scoring and scale units: 341
  stability of item parameters: 201
Item sampling
  allocating of items: 95
  estimation: 133

Matrix sampling
  estimation: 133

National assessment of educational progress: 95, 111, 133, 163, 177

Performance assessment: 1
Plausible values: 163

Reading, measurement of: 111
Regression to the mean: 321
Reliability of scale scores: 285

Scales: 163, 341
Science, measurement in: 1
Standard errors
  conditional: 213, 285
Standard setting
  scaling standards on different forms: 19

Writing, measurement of: 111

JOURNAL OF EDUCATIONAL MEASUREMENT
VOLUME 29, 1992

AUTHOR AND TITLE INDEX

Ackerman, Terry A. A Didactic Explanation of Item Bias, Item Impact, and Item Validity From a Multidimensional Perspective: 67

Algina, James. Editor's Note: 93

Baxter, Gail P., Shavelson, Richard J., Goldman, Susan R., & Pine, Jerry. Evaluation of Procedure-Based Scoring for Hands-On Science Assessment: 1

Beaton, Albert E. See **Mislevy, Robert J.**

Beaton, Albert E., & Johnson, Eugene G. Overview of the Scaling Methodology Used in the National Assessment: 163

Becker, Douglas F., & Forsyth, Robert A. An Empirical Investigation of Thurstone and IRT Methods of Scaling Achievement Tests: 341

Bleistein, Carole A. See **Dorans, Neil J.**

Brennan, Robert L. See **Kolen, Michael J.**

Bridgeman, Brent. A Comparison of Quantitative Questions in Open-Ended and Multiple-Choice Formats: 253

Cohen, Allan S. See **Kim, Seock-Ho.**

Dorans, Neil J., Schmitt, Alicia P., & Bleistein, Carole A. The Standardization Approach to Assessing Comprehensive Differential Item Functioning: 309

Dunbar, Stephen B. See **Linn, Robert L.**

Embretson, Susan E. Measuring and Validating Cognitive Modifiability as an Ability: A Study in Spatial Domain: 25

Fitzpatrick, Anne R. See **Sykes, Robert C.**

Forsyth, Robert A. See **Becker, Douglas F.**

Goldman, Susan R. See **Baxter, Gail P.**

Hanson, Bradley A. See **Kolen, Michael J.**

Johnson, Eugene G. See **Beaton, Albert E.**

Johnson, Eugene G. The Design of the National Assessment of Educational Progress: 95

Johnson, Phillip L. See **Wise, Steven L.**

Kaplan, Bruce. See **Mislevy, Robert J.**

Kaplan, Bruce. See **Wainer, Howard.**

Kim, Seock-Ho, & Cohen, Allan S. Effects of Linking Methods on Detection of DIF: 51

Kolen, Michael J., Hanson, Bradley A., & Brennan, Robert L. Conditional Standard Errors of Measurement for Scale Scores: 285

Lewis, Charles. See **Wainer, Howard.**

Linn, Robert L., & Dunbar, Stephen B. Issues in the Design and Reporting of the National Assessment of Educational Progress: 177

Lissitz, Robert W. See **Skaggs, Gary.**

Mislevy, Robert J., Beaton, Albert E., Kaplan, Bruce, & Sheehan, Kathleen M. Estimating Population Characteristics From Sparse Matrix Samples of Item Responses: 133

Mullis, Ina V. S. Developing the NAEP Content-Area Frameworks and Innovative Assessment Methods in the 1992 Assessments of Mathematics, Reading, and Writing: 111

Norcini, John J., & Shea, Judy A. Equivalent Estimates of Borderline Group Performance in Standard Setting: 19

Pine, Jerry. See **Baxter, Gail P.**

Plake, Barbara S. See **Wise, Steven L.**

Qualls-Payne, Audrey L. A Comparison of Score Level Estimates of the Standard Error of Measurement: 213

Roos, Linda L. See **Wise, Steven L.**

Samsa, Gregory P. Resolution of a Regression Paradox in Pretest–Posttest Designs: 321

Schmitt, Alicia P. See **Dorans, Neil J.**

Shavelson, Richard J. See **Baxter, Gail P.**

Shea, Judy A. See **Norcini, John J.**

Sheehan, Kathleen M. See **Mislevy, Robert J.**

Skaggs, Gary, & Lissitz, Robert W. The Consistency of Detecting Item Bias Across Different Test Administrations: Implications of Another Failure: 227

Sykes, Robert C., & Fitzpatrick, Anne R. The Stability of IRT *b* Values: 201

Wainer, Howard, Kaplan, Bruce, & Lewis, Charles. A Comparison of the Performance of Simulated Hierarchical and Linear Testlets: 243

Wise, Steven L., Plake, Barbara S., Johnson, Phillip L., & Roos, Linda L. A Comparison of Self-Adapted and Computerized Adaptive Tests: 329